

2020 Annual Report to The School Community



School Name: Boort District P-12 School (8882)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 30 March 2021 at 01:10 PM by Lee-Anne Sherwell (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 30 March 2021 at 02:02 PM by Tanya Maher-Toose (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for P-12 schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for P-12 schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020
- all subjects for Victorian Certificate of Education (VCE) examinations

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available).

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Boort District P-12 School is located approximately 110 km NNW of Bendigo and is equi-distant between Bendigo, Echuca and Swan Hill. Most of our students are bus travellers coming into school on one of six operating bus routes. We have a total of 221 students divided between Primary and Secondary. - 98 in Primary and 123 in Secondary. Primary students do a combination of Literacy, Numeracy, Integrated Studies, Physical Education, Art, Drama, LOTE (Indonesian) and Digital Technology.

Secondary students cover all eight key learning areas with VET and Technology subjects completed at the North Central Trade Training Centre in Charlton. VCE subjects are available to Year 10 students and we are proud of our consistently good results in VCE with an average study score over 30.

Vision Statement

Our vision is to empower our students and staff to work together to become active and valued community members. We provide a safe and supportive learning environment that fosters independent, resilient lifelong learners.

Victorian government schools are child safe environments. Our school actively promotes the safety and wellbeing of all students, and all school staff are committed to protecting students from abuse or harm in the school environment, in accordance with their legal obligations including child safe standards. The school's Child Safety Code of Conduct is available on the school's website.

Beliefs and Values

- Thinking creatively and independently.
- Acting with integrity and honesty.
- Showing tolerance and respect for others.
- Displaying a sense of fairness.
- Acting in a safe and respectable manner.
- Pursuing excellence in all areas.
- Developing resilience within individuals

Students participate in an extensive range of cultural, academic and sporting activities including visiting performances, drama workshops, school productions, camps and excursions, public speaking and inter-school sport.

Boort District P-12 School is committed to consultation, principles of democratic management and forward planning. Open discussion on areas of school policy reflect this commitment.

Parents are welcomed and encouraged to participate in all School activities and to become partners with teachers in developing positive educational outcomes for their children. BDS will provide students with the opportunity to become independent, caring, and community-minded citizens.

Our school comprises 32 staff - teaching and education support. There are 9 Education Support staff of which three are Integration aides; there is a Business Manager, Office Manager, 2 part time Library personnel, one Early Intervention Reading member and a Science Prep/Canteen member. The teaching staff has six full-time Primary staff and 17 Secondary staff (of which five work various levels of part-time

Framework for Improving Student Outcomes (FISO)

After finishing our School Review this year, we move into a new Strategic Plan.

Our focus areas will be:

- Maximising student outcomes in all areas of the curriculum with a focus on Literacy and Numeracy
- Empower all students to be active partners in learning
- Build student connectedness to foster engagement and motivation

Actions associated with the AIP in 2021 will include:

- A team of staff doing the Professional Learning Communities training – this will support review of student data and planning of effective approaches to supporting curriculum delivery
- A small team will do training on Student Voice and Agency to develop an action plan for involving staff and students in proactively connecting with school and decision making on learning

- Promotion of Xuno to families (moved over from 2020) – to support families in using Xuno. Running more individualised training sessions for families.
 - A review of our Instructional Model with staff to improve curriculum delivery and understanding of our goals for student learning
- Actions achieved in 2020 included:
- the appointment of two Learning Specialists focussing on writing
 - completion of a School Review
 - Promotion of student and parent voice through Review process
- Successful implementation of two remote learning cycles using technology from F-12

Achievement

Remote learning demonstrated that our students had the capability and knowledge to use technology (via webex, Google classroom, Education perfect, Mathletics, reading Eggs etc) to complete curriculum activities whilst at home. Staff delivered classes via webex for students in Years 7-12 and hard copy packs were created for all students in Years F-6 (parents picked these packs up each week and dropped back completed work)

We had an average of 8-10 students on-site each day for remote learning supervision. Education Support staff supervised these children. The school also called in students who were deemed to be at risk of disengagement. The teacher judgement data from the performance summary showed around 85% of students achieving at expected level in Literacy and Numeracy from F-10. Of note were the above state and like school percentages for achievement in Literacy and Numeracy in Years 7-10.

VCE results were affected as our mean study score dropped from 30 to 29.8. This achievement is still above that of like schools and state but is a disappointment to our hard working staff and students.

The school had 100% completion of VCE and 88% successful completion of VCAL units.

The school had 40% of Year 12 students completing a VET course or modules from a VET certificate.

Engagement

Due to the extended periods of lockdown and remote learning this year, not all data is available for analysis. Our attendance data is very good showing less numbers of days absent across all year levels. Remote learning skewed this data (in a very positive way) but we are hoping to achieve excellent results in this area again in 2021. Our Strategic Plan has 'maintenance of or reduction to ' low absenteeism as a goal.

Remote Learning -

Many of our students, from F-12 engaged with the digital forms of teaching. Students regularly attended webex sessions (whole classes for VCE). Even the youngest students had regular communication with their classroom teachers during this time - reading groups, show and tell, dress-up days. Students in Years 7-10 had classroom time with teachers but also used Google classroom and email to receive instructions. Work was completed by most students with those who did not engage well, followed up through other means (discussed in Wellbeing).

VCE students were called in for practical components of work or to complete some SACs.

If we could not engage some students, they were called in to monitor progress or to complete set work.

We were able to retain 89.5% of students who started in Year 7 and moved to VCE. This result is above both like schools and state percentages. We have had some movement of families out of the town - even during Covid.

87.5% of our school leavers went on to full-time employment or further education. We had a small number of students who elected to have a GAP year but did not pick up full-time work. Travel was not an option during 2020 for leaving students.

The school will continue to monitor its current communication and engagement practices with families. We will endeavour to explore strategies to assess, build and maintain parent/carers satisfaction and engagement.

Wellbeing

Our students were not asked to complete the student attitude survey in 2020 due to Covid 19 and remote learning. Based on past statistics, our students' 'Sense of Connectedness' and perception of 'Management of Bullying' is above those of like schools and state - across F-12. However, one of the goals in our new Strategic Plan is around building student connectedness to foster engagement and motivation. To support this goal, we have staff training in a 'Student Voice and Agency' programme in 2021 through the Quaglia Institute.

In 2020, during the first remote learning phase, the school started a Wellbeing document where staff could report attendance or other issues they notice with students. These reports were followed up by the Wellbeing Coordinator with support from Home Group teachers and Leadership. This document was a great idea but underwent a re-vamp for the second lockdown making it easier to use and follow. The school also engaged in weekly Key Contact meetings with the SSS Psychologist to keep track of students and families.

The school did engage in family meetings, student support group meetings, welfare checks and reports to families. Surveys were done at the end of/or during both lockdowns - specifically to determine family wellbeing and to implement ideas taken from the first lockdown and into the second.

Regular updates were sent to families with Covid safe instructions, school restrictions and news of lockdowns ending. The Parents' Club, School Council and the Principal implemented small acknowledgements of staff and Year 12 students as the year progressed (goodie bags, cookies, small presents).

The school continued to acknowledge student achievement through the newsletter, Facebook page and a very few assemblies (run online).

The Facebook page was a huge success as this included photo collages, news, short videos and a staff dance movie.

Financial performance and position

The surplus result of \$166,743 was a result of receiving funds for maintenance and planned works which was not expended over the year. There was also a small proportion, unspent at the time of the roll-over, for cleaning and fire prevention. This was spent but the bills did not come in until January. The under-spend in maintenance will be used throughout 2021. Equity funding was used in 2020 to support the development of the Learning Specialists as they complete professional development intrinsic to their roles. Most of the funding went into the early intervention reading programme as this funding supports the employment of a staff member to run the programme and resource the programme. Equity funding also paid for a study skills programme provided for all Year 11 and 12 students - run by Elevate. At the end of 2020, funding was also used to train another staff member in the MiniLit programme - an early intervention reading programme that will eventually take over from the current one as that staff member moves into retirement. The school received funding for a Chaplain which was added to from the cash budget to ensure that the Chaplain could be here for 3 days per fortnight. Unfortunately, we were not successful in gaining Chaplaincy funding for 2021. VCE/VCAL funding received in the latter part of 2020 was used to pay for revision lectures and VCAL student completion of VET subjects. All students completing a Unit 3/4 sequence had a minimum of two three hours revision for end of year exams, bought through the company that runs the study skills sessions. The school is holding fundraising money from both the parents' Club and SRC. Not a lot of fundraising occurred in 2020 due to Covid 19. The Advance programme was funded in 2020 which is used by the Gateways programme. CSEF money is held by the school for families on a health care card. Due to Covid-19, excursions and camps were cancelled meaning we are holding those funds for future use. Committed funds are set aside for: Staff salaries, irrigation project, planned maintenance, asset replacement fund. We are hoping to finally install our Irrigation upgrade throughout 2021.

For more detailed information regarding our school please visit our website at
www.boortds.vic.edu.au

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 221 students were enrolled at this school in 2020, 113 female and 108 male.

NDP percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

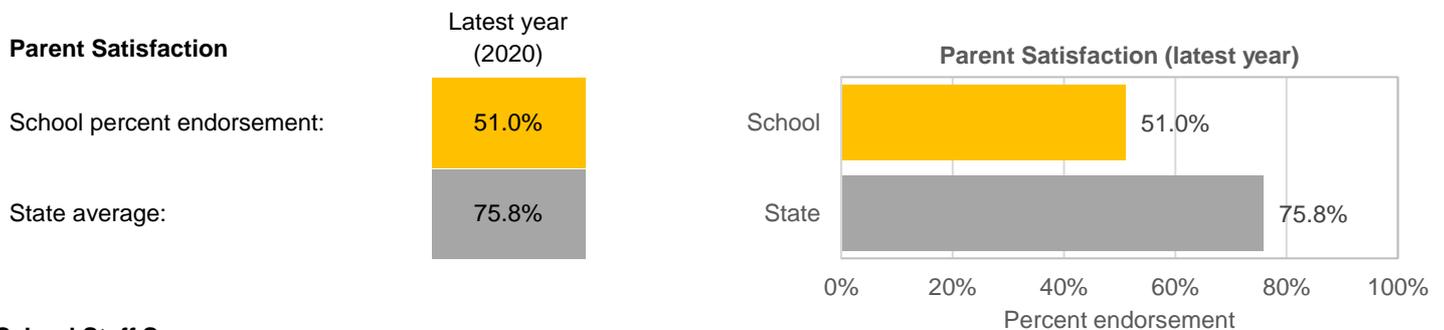
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

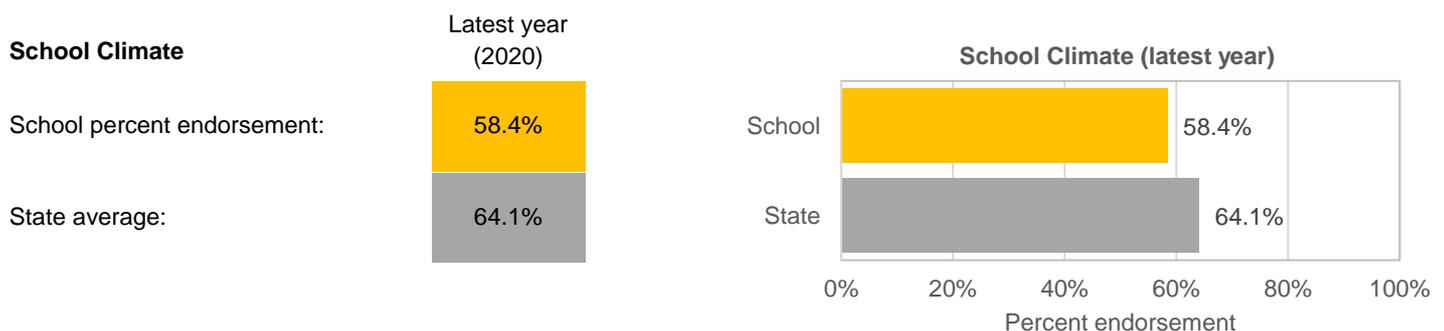


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



ACHIEVEMENT

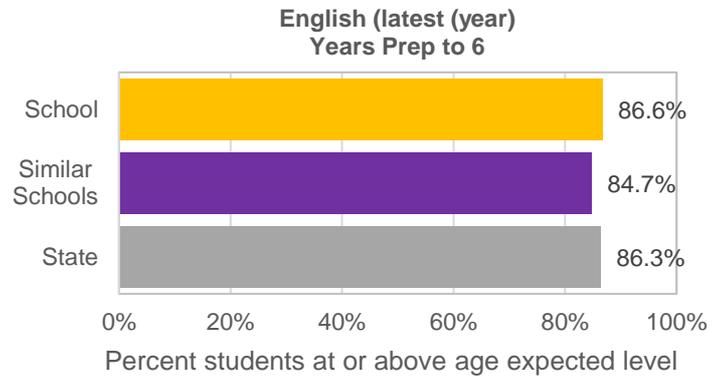
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

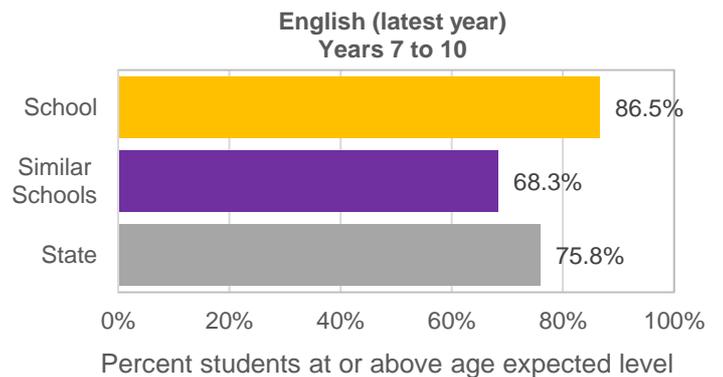
English Years Prep to 6

	Latest year (2020)
School percent of students at or above age expected standards:	86.6%
Similar Schools average:	84.7%
State average:	86.3%



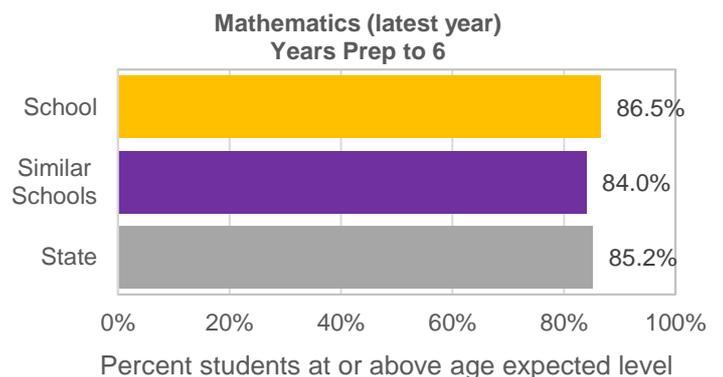
English Years 7 to 10

	Latest year (2020)
School percent of students at or above age expected standards:	86.5%
Similar Schools average:	68.3%
State average:	75.8%



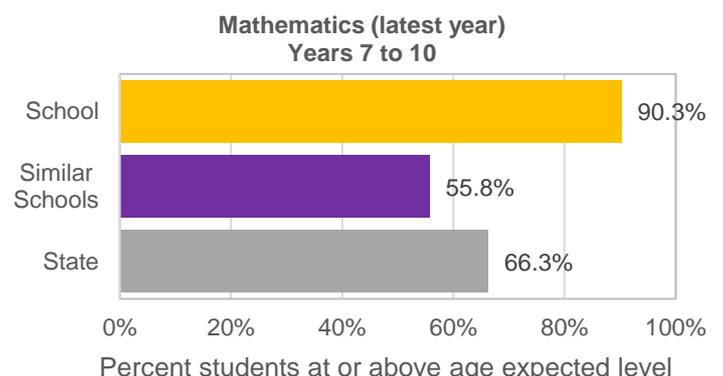
Mathematics Years Prep to 6

	Latest year (2020)
School percent of students at or above age expected standards:	86.5%
Similar Schools average:	84.0%
State average:	85.2%



Mathematics Years 7 to 10

	Latest year (2020)
School percent of students at or above age expected standards:	90.3%
Similar Schools average:	55.8%
State average:	66.3%



ACHIEVEMENT (continued)

NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.

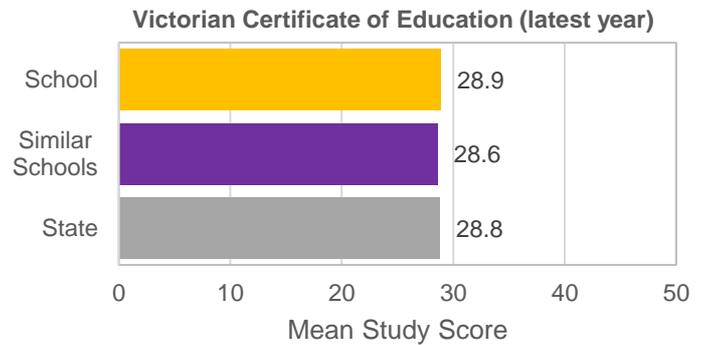
Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

The maximum student study score is 50 and the state-wide mean (including Government and non-Government schools) is set at 30.

Victorian Certificate of Education

	Latest year (2020)	4-year average
School mean study score	28.9	29.8
Similar Schools average:	28.6	28.5
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

100%

Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence:

40%

VET units of competence satisfactorily completed in 2020:

85%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020:

88%

ENGAGEMENT

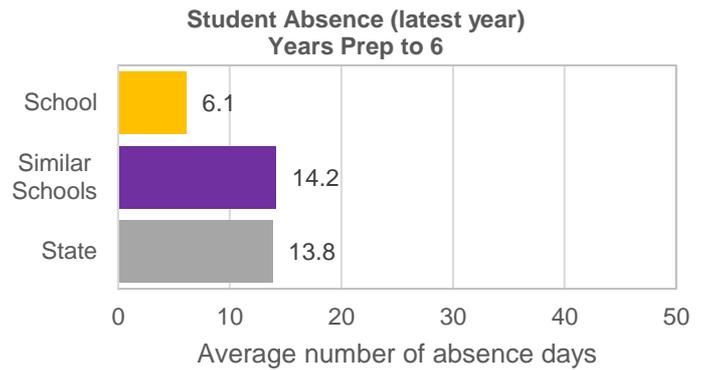
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

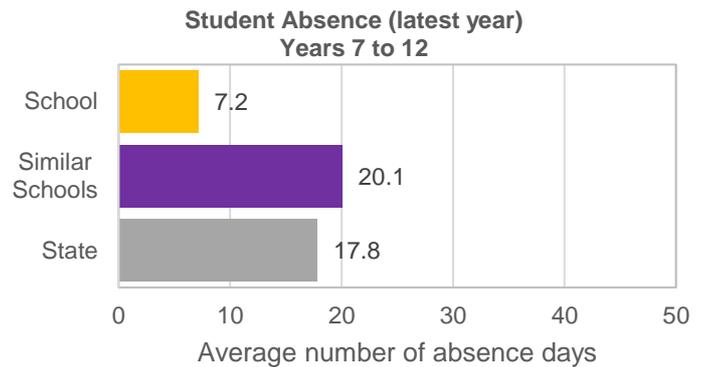
Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	6.1	11.4
Similar Schools average:	14.2	15.6
State average:	13.8	15.3



Student Absence Years 7 to 12

	Latest year (2020)	4-year average
School average number of absence days:	7.2	13.4
Similar Schools average:	20.1	20.1
State average:	17.8	19.2



Attendance Rate (latest year)

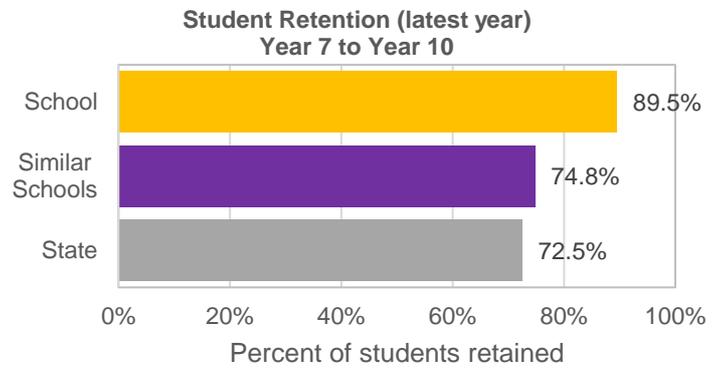
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	96%	95%	96%	98%	97%	98%	97%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2020):	98%	97%	96%	95%	96%	97%	

ENGAGEMENT (continued)

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Retention Year 7 to Year 10	Latest year (2020)	4-year average
School percent of students retained:	89.5%	87.3%
Similar Schools average:	74.8%	74.3%
State average:	72.5%	72.9%

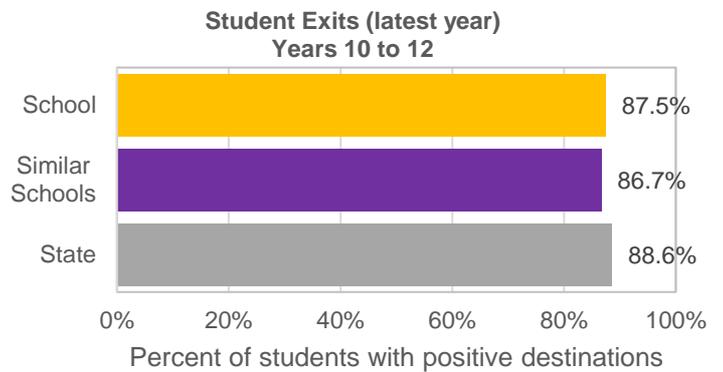


Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the previous calendar year.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	87.5%	94.3%
Similar Schools average:	86.7%	86.8%
State average:	88.6%	89.1%



WELLBEING

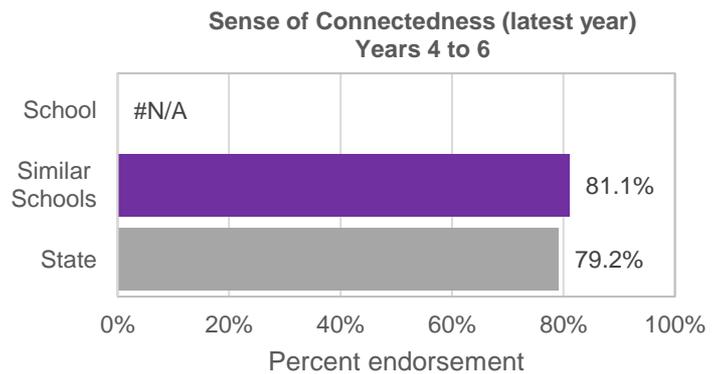
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

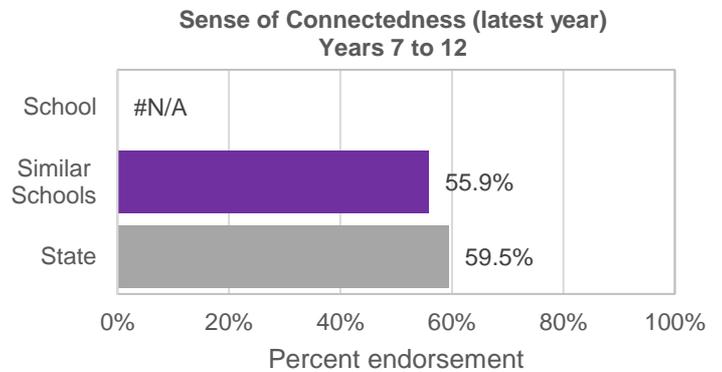
Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	88.0%
Similar Schools average:	81.1%	81.6%
State average:	79.2%	81.0%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Sense of Connectedness Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	NDA	62.6%
Similar Schools average:	55.9%	57.6%
State average:	59.5%	55.3%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

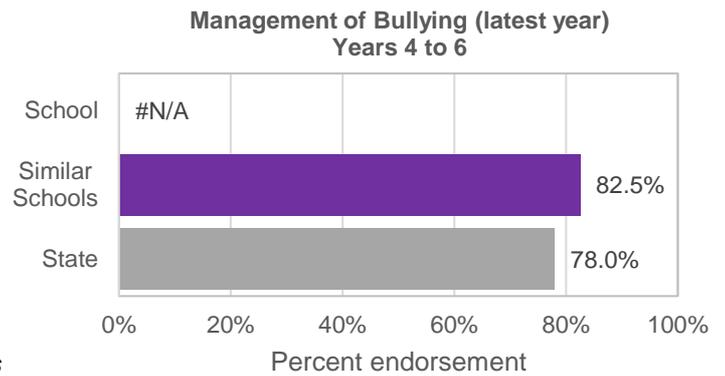
WELLBEING (continued)

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

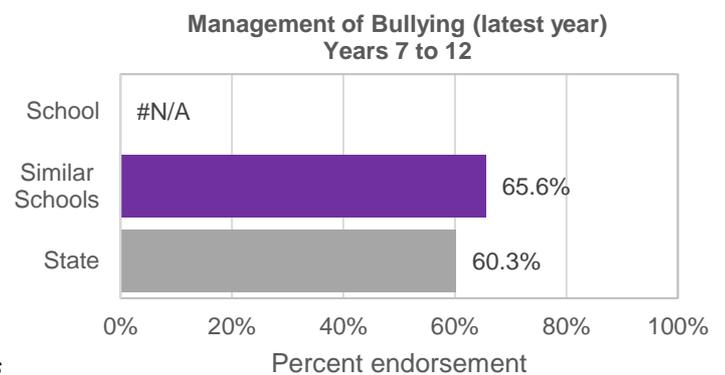
Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	88.5%
Similar Schools average:	82.5%	82.5%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Management of Bullying Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	NDA	65.0%
Similar Schools average:	65.6%	65.0%
State average:	60.3%	57.9%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$3,346,387
Government Provided DET Grants	\$542,858
Government Grants Commonwealth	\$8,800
Government Grants State	\$12,430
Revenue Other	\$24,668
Locally Raised Funds	\$97,259
Capital Grants	NDA
Total Operating Revenue	\$4,032,401

Equity ¹	Actual
Equity (Social Disadvantage)	\$26,644
Equity (Catch Up)	\$12,594
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$39,238

Expenditure	Actual
Student Resource Package ²	\$3,328,157
Adjustments	NDA
Books & Publications	\$2,420
Camps/Excursions/Activities	\$16,959
Communication Costs	\$4,296
Consumables	\$90,028
Miscellaneous Expense ³	\$14,872
Professional Development	\$11,272
Equipment/Maintenance/Hire	\$76,056
Property Services	\$96,481
Salaries & Allowances ⁴	\$69,618
Support Services	\$83,814
Trading & Fundraising	\$24,612
Motor Vehicle Expenses	\$3,290
Travel & Subsistence	NDA
Utilities	\$43,784
Total Operating Expenditure	\$3,865,658
Net Operating Surplus/-Deficit	\$166,743
Asset Acquisitions	NDA

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 02 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$686,910
Official Account	\$6,441
Other Accounts	\$10,230
Total Funds Available	\$703,580

Financial Commitments	Actual
Operating Reserve	\$89,015
Other Recurrent Expenditure	\$2,845
Provision Accounts	\$5,722
Funds Received in Advance	\$22,555
School Based Programs	\$205,538
Beneficiary/Memorial Accounts	\$10,229
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$19,564
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	\$100,000
Maintenance - Buildings/Grounds < 12 months	\$239,500
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$694,968

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.